



**HIGHER LEARNING**  
— A C A D E M Y —

**EMERGENCY PLAN**

**2023-24**

## **PURPOSE**

The purpose of the Emergency Preparedness Plan is to establish guidelines and policies for all personnel and site locations to follow in preparing for, or in the event of an emergency. The primary objective of this preparedness plan is to provide for the safety, protection, and welfare of the students, staff, and property.

The ultimate objective of preparedness is to form a partnership between local, regional, State, and National government organizations, the school, and the people of the community all working to preserve and protect life, all prepared to mobilize talents and material resources required to meet essential human needs and to survive any emergency or disaster.

In the event of an emergency or disaster, the school shall support and expect support from the emergency organization of the City of Sacramento, the County of Sacramento, and the State of California. California law and the Rules and Regulations of the State Department of Education authorize Gateway Community Charters to utilize its school personnel and facilities if an emergency or disaster should occur.

**Section I**  
**Emergency Preparedness**

# **Emergency and Disaster Organization**

## **Gateway Community Charters (GCC) Management Structure:**

An emergency requires constant management. The GCC Central Office will function as the Emergency Operations Center (EOC) unless it is deemed unsafe, in that instance, an alternative location will be determined and communicated. The Superintendent or designee shall manage the EOC at all times.

The Superintendent shall establish and maintain an emergency organization structure, which may be activated in case of disasters or other emergencies. Changes in the structure may be made by the Superintendent to satisfy specific situation requirements.

The Gateway Community Charters emergency organization shall consist of:

- Incident Commander
- Operations Chief
- Planning Chief
- Logistics Chief

## **Incident Commander**

- Overall management of the School Sites at all times
- Establishes command post
- Establishes and maintains the Incident Command System (ICS)
- Establishes communication between the schools and the Central Office EOC using appropriate forms of communication (phone tree, cell phones, emergency phones, etc.)
- Directs and coordinates communication between appropriate emergency and Central Office personnel
- Directs each principal to prepare and publish plans for his or her school on procedures for emergency or disaster situations using site based ICS
- Requires that prescribed training and disaster plans are implemented
- Requires that schools and Central Office maintain first aid equipment and other emergency supplies
- Informs the public, particularly the parents of enrolled pupils, about the Gateway Community Charters emergency program, and their responsibilities and participation in the plan

## **Operations Chief**

- Establish a structure for medical and counseling support for a crisis
- Coordinate and oversee all Site Counselors, medical care and supplies distribution in coordination with Logistics to school sites
- Allocate appropriate crisis counseling support
- Provide recommendations to the Incident Commander, and carry out assignments of the Incident Commander.

## **Planning Chief**

- Plans for safe storage of School Site records
- Establishes a system for uniform planning and documentation in an emergency
- Establishes donation and memorial activities
- Obtains and validates information gathering
- Establishes a Student and Personnel Accounting and Release plan
- Provide a parent and employee “hotline.”
- Provide and monitor media requests and flow of information (routed to the IC)
- Document volunteer response to school sites
- Makes sure that the response is being fully documented – for legal and financial reasons
- Constantly assesses the situation, adjusts the plan to meet the changing situation
- Provides finance reporting and record keeping
- Provide recommendations to the Incident Commander, and carry out assignments of the Incident Commander.

## **Logistics Chief**

- Keeps the Superintendent (Incident Commander) apprised of logistical needs and allocations
- Logistics Chief can also perform the positions of Public Information Officer (PIO) or Liaison when designated persons are not available
- Provides a Web Master and Technology support team
- Maintains and coordinates the operation of the Emergency Communications
- Establishes radio contact with all Site facilitates
- Manages site resources (i.e. radios, food, water)
- Provides damage assessment reports on all sites
- Provide recommendations to the Incident Commander, and carry out assignments of the Incident Commander.

## **School Site Emergency Disaster Assignments:**

The School Site level emergency disaster assignments are established at each site. Each school administrator shall be responsible for designating an alternate to act in his/her capacity in the event of his/her absence during an emergency or disaster.

## **School Site Assignments**

Incident Commander: Daniel Coonan HLA Principal

Operations Chief: Geoffrey Munch HLA Vice Principal and Vicente Luevano FHS Principal

Planning Chief: Gurpreet Kaur (Curriculum Coach) and Crystal Buda (Curriculum Coach)

Logistics Chief: Lana Maystrishyna Admin Asst and Maryssa Flores

## **Additional Emergency Disaster Assignments**

**Triage Leader (RN):** Meghan Paul and/or Pam Hamilton

**Facilities Leader:** Cameron Samuels, Joseph Walker and Igor Sokolov

**Search Leader (evacuates the building):** Ed Haak or Edward Bisbee

**Student Release Leader (make calls home and parent check in):** Geoffrey Munch and Zhanna Makovey

**Transportation Leaders (dismisses the kids and gets them on the busses):** Grace Miranda and Natalya Yeremuk

**Staging Leader (accounts for all parents on campus and gets them to support):** Megan Gomez and Julie Lewis

**Division Leaders (supervise the classrooms in evacuation areas):** Sara Pugh, Haylay Diaz Lopez, Theresa Gold, Andrew Lincoln, and Chad Stewart

## **Emergency Duties and Responsibilities:**

Designated emergency disaster staff members and their alternates shall be fully knowledgeable of their emergency assignments and shall have emergency assignments plans prepared as required and on file with the GCC Central Office and the School Site Office. The primary duties and responsibilities of the emergency staff are outlined in Appendix A.

**Section II**  
**Division of Responsibilities and Duties for the Emergency**  
**Action Plan**

# Responsibilities and Duties for the Emergency Action Plan

## LEGAL RESPONSIBILITIES OF DISTRICT EMPLOYEES:

All GCC employees by operation of law are declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors to mitigate the effects of disaster. (Government Code, Title 1, Division 4, Chapter 8, Section 3100)

## DECLARED EMERGENCY DURING SCHOOL DAY:

In the event of a major disaster, *school will not be dismissed*, and students will remain under the supervision of school authorities.

If during the school day, the Superintendent or designee declares an all GCC emergency, all GCC personnel become disaster service workers and are assigned to their usually designated supervisor under the direction of the GCC Emergency Command Center Director, Incident Commander (Superintendent). In the absence of orders from the Incident Commander, the School Site Incident Commander (Principal) is authorized and directed to implement necessary action as outlined in the Site Emergency Plan and the District Emergency Preparedness Plan.

After an emergency is deemed cleared and school safety has been restored, Higher Learning Academy administration will communicate through parent square and class dojo to inform families of what occurred. This communication will occur as soon as feasibly possible.

## UNDECLARED EMERGENCY AT ANY TIME:

All public employees could be impressed into service by City or County offices of emergency services. In that case, the GCC Superintendent would be directed to secure District employees to open and work at the designated mass care centers.

In the absence of a declared emergency, and at the site of any emergency, District personnel shall act responsibly and with common sense to provide immediate relief. Personnel shall be familiar with the Incident Command System.



## **Section III**

### **Basic Actions**

### **ACTION: “SHELTER-IN PLACE” (CODE BLUE)**

WARNING: the warning for the use of a SHELTER-IN-PLACE will be given over the PA and/or bell warning for 30 seconds, or face-to-face warning. The Principal, *Campus Incident Commander*, gives this warning.

“SHELTER-IN-PLACE” consists of bringing students into the classroom and holding them in the classroom pending further instruction.

DO NOT leave room until the “All Clear” bell signal rings, or until there is direction from the Principal, *Campus Incident Commander*, via the PA system. The “All Clear” signal will be a repeating ten-second ring and general PA announcement.

Code 9: use code 9 when answering phones or opening doors.

### **ACTION: “LOCKDOWN” (CODE RED)**

WARNING: The warning for the use of a “LOCKDOWN” will be given over the PA and/or bell warning.

Action “LOCKDOWN” consists of:

1. LOCKDOWN of buildings and classroom doors 2. Close drapes and blinds if class is equipped with them 3. Turn off lights 4. Students and teachers are to barricade the door with furniture and create an interior barrier of desks to hide behind in the corner of the room opposite of the door. If classes are not in session (lunch, break, or students are on fields during PE) they are to run in the opposite direction of the incident to a place of safety (off campus if necessary) 5. Students and staff must remain on the floor and behind your interior barricades

DO NOT leave room until the “All Clear” bell signal rings, or until there is direction from the Principal, *Campus Incident Commander*, via the PA system. The “All Clear” signal will be a repeating ten-second ring and general PA announcement.

Code 9: use code 9 when answering phones or opening doors.

Action “LOCKDOWN” is appropriate for, but not limited to, the following:

- A violent intruder on campus
- Sniper
- Shooting
- Hostage situation
- Riot

## **ACTION: “LEAVE BUILDING”**

**WARNING:** The warning at the school shall be the fire alarm signal bell to alert classrooms to evacuate. If gas odor is noticed in an immediate area or school site area, do not ring the bell or turn on the light switches. Use verbal means to alert classrooms and evacuate.

Action “LEAVE BUILDING” consists of the orderly movement of students and staff from inside the school building to outside areas of safety or playground evacuation site.

Action “Leave Building” is appropriate, but not limited to the following emergencies:

- Fire
- Peacetime
- Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences, which might make the building uninhabitable

## **ACTION: “DROP-COVER-HOLD”**

**WARNING:** The warning for this type of emergency is the beginning of a disaster itself.

Action: “DROP-COVER-HOLD” is appropriate for, but not limited to the following:

- Earthquake
- Explosion
- Surprise Nuclear Attack

## **ACTION: “DIRECTED MAINTENANCE”**

**WARNING:** The **GCC Logistic Chief** will direct emergency operations from the Central office.

No school personnel/students are allowed to enter a school facility until inspected and given approval by maintenance personnel and the Principal, *Campus Incident Commander*.

In the event that drinking water is unsafe, school maintenance personnel will have the drinking fountains sealed.

## **ACTION: “EVACUATE SITE”**

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

This is mostly a civil defense procedure and will not be attempted unless there is no other alternative. Action: “EVACUATE SITE” consists of:

- Dismissal of all classes
- Transporting students and staff by school buses, cares, or other means to an area of safety

Action: “EVACUATE SITE” is considered appropriate only when directed by the Principal, ***Campus Incident Commander***, Superintendent, ***GCC Incident Commander***, or designee. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical and biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Specific Man Made Emergency (shooting, fire, etc.)

## **ACTION: “CONVERT SCHOOL”**

The local municipality will initiate the “Convert School:” action in order to provide a Red Cross emergency facility.

The Principal, ***Campus Incident Commander*** will turn over the facility for living and eating upon request by the city or county agencies.

## **Section IV Disaster Emergency Procedures**

# Disaster Emergency Procedures

These emergencies cover a wide range of possible situations that may occur. The pages that follow are immediate response plans with action options listed for the ***Campus Incident Commander*** (Principal). Each ***Campus Incident Commander*** should be knowledgeable about what plans should be used to mitigate the emergencies listed and should ensure that all personnel under his/her jurisdiction are aware of the plans and capable of performing their responsibilities to implement them.

## **Disaster Emergencies Types:**

- Earthquake
- Fire
- Explosion or Threat Of Explosion
- Chemical Accident
- Flood
- Fallen Aircraft
- Utilities Failures
- Civil Defense
- Shelter-In-Place
- Lockdown/Hostage Situation

# EARTHQUAKE

## DROP, COVER, and HOLD

### In the **Classroom** or **Office**:

1. At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground
2. You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position
3. You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the earthquake. Protect your eyes from flying glass and debris with your arm covering your eyes

The Principal, *Campus Incident Commander*, shall determine whether “Student Release” procedure or any further action shall be implemented.

### In **other parts** of the **building**:

1. At the first indication of ground movement, you should **DROP** to the ground
2. Take **COVER** under any available desk, table, or bench. If in a hallway, **DROP** next to an inside wall in a kneeling position and cover the back of the next with your hands
3. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards

The Principal, *Campus Incident Commander*, shall determine whether “Student Release” procedure or any further action shall be implemented.

### While **outside**:

1. At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. **DROP** to the ground and **COVER** the back of your neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

The Principal, *Campus Incident Commander*, shall determine whether “Student Release” procedure or any further action shall be implemented.

While **walking** to or from school:

1. Do not run
2. Stay in the open
3. If the student is going to school, continue to school. If going home, the student should continue home

While in a **vehicle**:

1. Pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. If in a bus, the bus driver is legally responsible for the welfare of the students

If in a bus: The bus driver shall contact the Principal, *Campus Incident Commander*, and the GCC Emergency Command Center. The driver shall follow procedures as directed by the Principal or designee.



## **FIRE**

### **WARNING:**

1. Fire within the school – Fire Alarm
2. Fire near the school – Visual sighting, messenger, and telephone

**Fire Within School Building:** In the event a fire is detected within a school building, the following will be accomplished:

1. Sound the school fire alarm. This will automatically implement Action **LEAVE BUILDING**
2. Notify 911 and GCC Central Office
3. Evacuate building and assemble students at designated area
4. Take roll
5. Maintain control of students at a safe distance from the fire fighting equipment
6. Render first aid as necessary
7. Fight incipient fires without endangering life
8. Maintain access for emergency vehicles

The Principal, *Campus Incident Commander*, shall determine whether “Student Release” procedure or any further action shall be implemented.

Students and staff shall not return to the school buildings until Fire Department officials declare the area safe. Initiate Crisis Intervention Plan if necessary.

As soon as possible, notify the GCC Central Office, *GCC Incident Commander*.

Higher Learning Academy will notify families via parent square and class dojo as soon as safely possible if a fire occurs.

**Fire Near School:** In the event a nearby fire poses a threat to the students, the following will be accomplished:

1. The Principal, *Campus Incident Commander*, shall determine the need to execute “Leave Building” procedure
2. Notify 911 and the GCC Central Office

## **EXPLOSION OR THREAT OF EXPLOSION**

### **WARNING:**

When the condition is detected or the explosion occurs.

In the event of an explosion at the school, or threat of an explosion – such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished.

### **Explosion:**

1. Execute “**Drop**” procedures
2. If the explosion occurred within the building, teachers should immediately implement “Leave Building” procedure
3. Sound the school fire alarm.
4. Notify 911 and the GCC Central Office
5. Fight incipient fires without endangering life
6. Take roll

The Principal, *Campus Incident Commander*, will direct further action as required.

Buildings are not to be used until declared safe by the Fire Department officials. Initiate Crisis Intervention Plan, if necessary.

### **Threat of Explosion:**

1. Sound the school fire alarm.
2. This will automatically implement Action LEAVE BUILDING.
3. NOTIFY 911 AND THE GCC Central Office.

The Principal, *Campus Incident Commander*, will direct further action as required.

Buildings are not to be used until declared safe by the Fire Department officials. Initiate Crisis Intervention Plan, if necessary.

As soon as possible, notify the GCC Central Office, *GCC Incident Commander*.

Higher Learning Academy will notify families via parent square and class dojo as soon as safely possible if an explosion occurs.

## CHEMICAL ACCIDENT

### WARNING:

Will be received via telephone, radio, messenger, and/or P.A. system.

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases. Should such an accident endanger the students or staff, the following will be accomplished:

1. Determine the need to implement Action “**LEAVE BUILDING**”
2. Determine whether the students and staff should leave the school grounds
3. If necessary, implement “Student Release” and “Site Evacuation” procedures
4. Notify 911 and the GCC Central Office
5. When evacuating, move *upwind and or uphill* to avoid fumes
6. Maintain control of the students at a safe distance
7. Render first aid as necessary
8. Take roll when you have arrived at a safe place
9. Report all emergency repairs resulting from disaster to Maintenance and Operations

The Principal, *Campus Incident Commander*, will direct further action as required.

Buildings are not to be used until declared safe by the Fire Department officials. Initiate Crisis Intervention Plan, if necessary.

As soon as possible, notify the GCC Central Office, *District Incident Commander*.

Higher Learning Academy will notify families via parent square and class dojo as soon as safely possible if a chemical accident occurs.

## FLOOD

### WARNING:

Little warning, however county alert of the potential danger should proceed. Method of alert may be by telephone, radio, or messenger.

In the event a flood is imminent, the following will be accomplished:

The extent and time before a flood arrives will dictate the course of action. The Principal, ***Campus Incident Commander***, will initiate or be called upon to initiate one or more of the following action procedures:

1. Provide for care of students at school
2. Execute “**Student Release**” procedures
3. Execute “**Leave Building**” procedure
4. Execute “**Site Evacuation**” procedure
5. Execute “**Convert School**” procedure

As soon as possible, notify the GCC Central Office, ***District Incident Commander***.

As soon as possible, report all damage requiring emergency repair to Maintenance and Operations. Initiate Crisis Intervention Plan, if necessary.

Higher Learning Academy will notify families via parent square and class dojo as soon as safely possible if a flood occurs.

## **FALLEN AIRCRAFT**

### **WARNING:**

Usually by sight, sound, or fire.

If an aircraft falls near the school, the following actions will be taken.

The Principal, ***Campus Incident Commander***, shall determine which Action, if any should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the Principal, ***Campus Incident Commander***.

1. All students and staff shall be kept at a safe distance (300 feet), allowing for possible explosion of fuel tanks or ordinance
2. If possible, the Principal, ***Campus Incident Commander***, shall determine whether the aircraft is military, commercial, or a private plane
3. Notify 911 and the GCC Central Office, ***District Incident Commander***.

The Principal, ***Campus Incident Commander***, shall direct further action as required. Initiate Crisis Intervention Plan, if necessary.

As soon as possible, notify the GCC Central Office, ***District Incident Commander***.

## WINDSTORM OR TORNADO

### WARNING:

Schools may receive an alert or warning when a severe windstorm is predicted or a tornado is sighted. Occasionally, the National Weather Service will issue a statement saying that “funnel clouds” have been sighted. This in itself is not a tornado warning and no specific actions are usually required, but staff should remain alert for further announcements. The following watches and warnings may be received:

1. ***Severe Thunderstorm Watch*** (*winds exceeding 55 mph*): Remain alert for additional weather advisory
2. ***Severe Thunderstorm Warning***: Immediate seek safe shelter
3. ***Tornado Watch***: Although tornadoes are not common to this area, funnel clouds may be sighted over the ocean and an alert called. Remain alert
4. ***Tornado Warning***: Immediately seek safe shelter

If high winds or a tornado develop during school hours with little or no advance warning, the following actions are to be accomplished:

1. Implement “**Take Cover**” procedure
2. Remain near an inside wall
3. Avoid structures with large roof spans, if possible
4. Evacuate classrooms bearing full force of winds, if possible
5. Tune to local radio stations for latest advisory
6. Take roll
7. Notify Maintenance of any break or suspected break, involving utilities, or notification or any needed emergency repairs

Notify GCC Central Office, ***District Incident Commander*** of damages or injuries. Initiate Crisis Intervention Plan, if necessary.

## BOMB THREAT

### Upon receipt of a threat:

Stall the caller and obtain as much information as possible. (See Bomb Threat Checklist on following page.)

*\* If a message was left on the phone with a threat begin here .*

1. If possible, avoid telling students or alarming students
2. Notify 911 and the GCC Central Office, ***District Incident Commander***
3. In the event of a bomb threat, the principal, ***Campus Incident Commander***, may implement “Leave Building” procedure. Caution all personnel against picking up any strange object; it could be a bomb
4. If students are evacuated, teachers need to take roll and report any missing students to the Principal, ***Campus Incident Commander***.

Resume school after buildings and grounds have been inspected and determined to be safe. Avoid publicizing a “scare”. Initiate Crisis Intervention Plan, if necessary.

## SCHOOL BOMB THREAT CHECKLIST

Do not interrupt the caller except to ask: **Check phone to see if phone number is listed:** \_\_\_\_\_

When will it go off? Certain hour \_\_\_\_\_ Time Remaining \_\_\_\_\_

Where is it placed? School or other site \_\_\_\_\_ Area \_\_\_\_\_

What does it look like? Appearance \_\_\_\_\_

Did the caller, when describing the bomb location, appear familiar with the building or area?

Name of Employee Taking Call:

Date of Call:

Time of Call:

Caller's Identity: Male: \_\_\_\_\_ Female: \_\_\_\_\_ Approximate Age: \_\_\_\_\_

Origin of Call: Local \_\_\_\_\_ Long Distance \_\_\_\_\_ Cell \_\_\_\_\_ Internal (ext. number) \_\_\_\_\_

**Voice Characteristics Speech Language** \_\_ Loud \_\_ Soft \_\_ Fast \_\_ Slow \_\_ Excellent  
\_\_ Good \_\_ High Pitch \_\_ Deep \_\_ Distinct \_\_ Distorted \_\_ Fair \_\_ Poor \_\_ Raspy  
\_\_ Pleasant \_\_ Stutter \_\_ Nasal \_\_ Foul \_\_ Other \_\_ Intoxicated \_\_ Other \_\_ Slurred \_\_ Use  
of Certain Words or Phrases

**Accent Manner Background Noises** \_\_ New England \_\_ Calm \_\_ Angry \_\_ Office  
Machinery \_\_ Music \_\_ Southern \_\_ Rational \_\_ Irrational \_\_ Factory Machinery \_\_ Party  
\_\_ Mid-Western \_\_ Coherent \_\_ Incoherent \_\_ Traffic \_\_ Trains \_\_ Western \_\_ Deliberate  
\_\_ Emotional \_\_ Airplanes \_\_ Quiet \_\_ Foreign \_\_ Righteous \_\_ Humorous \_\_ Bedlam  
\_\_ Voices \_\_ Other \_\_ Animals \_\_ Mixed

### ACTION TO TAKE IMMEDIATELY AFTER CALL

1. Dial 911 and notify Principal
2. Notify GCC Central Office
3. Write out a message in its entirety as received from the informant.



## **CIVIL DISTURBANCE/RIOT/HOSTILE THREAT- Shelter-In-Place (CODE BLUE)**

In the event of a civil disturbance or riot on or near the school where the safety or welfare of the students or personnel is endangered or where the destruction of property may result, the following steps shall be taken:

1. Notify 911 as appropriate and the GCC Central Office
2. Initiate “**Shelter-In-Place**” if needed (**CODE BLUE**)
3. Initiate ***Incident Command System*** if needed
4. Teachers/staff who have free periods or are not directly involved with students will report to the school Office for specific assignments to assist in the emergency

Keep staff informed of progress, procedures, and/or actions to be followed. Initiate Crisis Intervention Plan, if necessary.

Notify GCC Central Office, ***District Incident Commander***.

In the event of a student disturbance, the Principal, ***Campus Incident Commander***, or designee will initiate a meeting with student leaders in an effort to resolve the grievance(s).

The Principal, ***Campus Incident Commander***, will direct further action as required. This will include:

1. Sounding “**All Clear**” if the disorder ceases
2. Initiate “**Shelter-In-Place**” if needed
3. Moving students to other areas if needed
4. Implementing “**Student Release**” or “**Site Evacuation**” procedures, if deemed advisable
5. Identify and keep record of offenders.

Keep staff informed of progress, procedures, and/or actions to be followed. Initiate Crisis Intervention Plan, if necessary. Notify GCC Central Office, ***District Incident Commander***.

Higher Learning Academy will notify families via parent square and class dojo as soon as safely possible if a shelter in place occurs.

# WAR

## **Strategic Warning:**

This is a notification that enemy-initiated hostilities may be imminent. Dissemination will be by the news media: radio, television, and/or newspapers. No estimate can be made of the duration of a strategic warning condition. The warning time may be limited to just minutes.

### **If schools are in session, observe the following emergency procedures:**

1. GCC Central Office will contact the school site Principal, *Campus Incident Commander*
2. The Principal, *Campus Incident Commander*, will implement “Student Release” procedure
3. During a major emergency incident, students will only be released to the parent, guardian or other adult specified on the emergency card. *There shall be no exceptions to this policy.* Parents must have proof of identification. Students who are not picked up by their parents may be transported to another student shelter

## **Imminent Attack:**

This means a warning has been received from the North American Air Defense Command (NORAD) through the National Warning System (NAWAS). The warning could mean any one of the following:

1. Confirmed information that hostile forces have been detected and are committed to an attack against the North American Continent
2. Confirmed information that an allied nation of a United States territory or possession has been attacked with nuclear weapons
3. Confirmed information that an attack has taken place within the North American continent

### **If school is in session, observe the following procedures:**

1. GCC Central Office will contact the Principal, *Campus Incident Commander*
2. Principal, *Campus Incident Commander*, will implement “Drop” procedures
3. Turn on battery-operated radio and tune to an Emergency Broadcast System (EBS) station for official information.
4. Take roll, report findings to Principal, *Campus Incident Commander*
5. Remain under cover until advised to take other directions

During a major emergency incident, students will only be released to the parent, guardian, or other adult specified on the emergency card. *There shall be no exceptions to this policy.* Parents

must have proof of identification. Students who are not picked up by their parents may be transported to another student shelter.

## **LOCKDOWN (CODE RED)**

The greatest danger in a hostage situation is the actual process of being taken a hostage and the first fifteen minutes afterward. If the hostage(s) survive this period of time, the probability of survival is good.

### **Hostage Situation:**

If anyone is taken hostage:

1. Do exactly as the suspect demands. Do not resist! Avoid antagonizing the suspect
2. Principal, ***Campus Incident Commander***, to call 911 and GCC Central Office
3. Evacuate from the affected area
4. If part of a hostage group, try to blend in with the crowd. Do not do anything obvious
5. The teacher must establish him/herself as understanding and humane. Any hostage may develop “Stockholm Syndrome” (building sympathetic relationships with the suspect)
6. Move students to one side or the end of the room
7. Keep students very quiet and low to the floor
8. Ignore all conversations between negotiators and suspect
9. Be prepared for utilities being turned off

If a hostage situation is occurring at a school site:

1. Isolate the affected area
2. Evacuate all classes to the most distant part of the campus. If possible, move students to Marshaling area (safe area)
3. Principal, ***Campus Incident Commander***, to call 911 and the GCC Central Office
4. Take roll of students and report findings to the Principal, ***Campus Incident Commander***. Principal, ***Campus Incident Commander***, to advise the GCC Central Office as soon as it is safe
5. Keep telephone lines clear
6. Refer parents to the Principal, if available. Otherwise, refer parents to Office or police department

### **Sniper Situation:**

The most important factors in a sniper situation is **DO NOT PANIC** and **BE ALERT TO WHAT IS HAPPENING AROUND YOU.**

If inside or outside the building:

1. Principal, ***Campus Incident Commander***, to call 911 and GCC Central Office
2. Do not move until told to do so by an authorized official
3. During a major emergency incident, students will only be released to the parent,

guardian, or other adult specified on the emergency card. *There shall be no exceptions to this policy.* Parents must have proof of identification. Students who are not picked up by their parents may be transported to another student shelter.

Higher Learning Academy will notify families via parent square and class dojo as soon as safely possible if an explosion occurs.

## **POISON**

If a staff member or student ingests or is exposed to poison or poisonous substance, follow the section below that most relates to the incident:

### **Swallowed Poisons:**

1. Report the incident to Principal
2. Principal to call 911 and notify GCC Central Office
3. Notify nursing staff
4. Call Poison Control Center
5. Do not induce vomiting if:
  - a. Victim is unconscious or in a coma.
  - b. Victim is having convulsions.
  - c. Victim has ingested a corrosive substance.

### **Inhaled Poisons:**

1. Report the incident to Principal
2. Principal to call 911 and notify GCC Central Office
3. Carry the victim to fresh air immediately
4. Loosen all tight clothing
5. Prevent chilling (wrap in blankets, if necessary)
6. Keep person as quiet as possible
7. Do not give alcohol in any form.

### **Skin Contamination:**

1. Report incident to Principal
2. Principal to call 911 and notify GCC Central Office
3. Flush skin with water for 15 minutes in direction away from affected parts
4. Apply stream of water on skin while removing clothing
5. Cleanse skin thoroughly with soap and water. Rapidity and duration in washing is most important in reducing extent of injury

### **Eye Contamination:**

1. Report incident to Principal

2. Hold eyelid(s) open and immediately wash eye(s) with gentle stream of running water. Delay of a few seconds greatly increases the extent of injury
3. Continue washing for 10 – 15 minutes
4. Do not use chemicals they may increase extent of injury
5. Have the victim's eye(s) examined by medical personnel

**Chemical Burns:**

1. Report incident to Principal
2. Principal to call 911 and notify GCC Central Office
3. If chemical burn is not caused by phosphorus, wash contaminated area with large quantities of running water
4. Immediately cover area with loosely applied clean cloth
5. Do not use ointments, greases, powders, and other drugs in first aid treatment of burns
6. Treat the victim for shock by keeping him/her warm and laying flat. Try to reassure victim until medical help is available

## **STUDENT TRAUMA**

In the event of a serious injury or fatality involving a student, several students or a staff member, the following procedure is designed to assist students and staff to cope with the situation or loss.

1. Principal to notify GCC Central Office
2. Principal will take appropriate action
3. The Resource Manager, upon receipt of detail from the GCC Central Office (Emergency Disaster Director) may activate sections of the Emergency Disaster Plan

### **The day of a tragedy:**

1. Administrators and counselors are to lend help to students and staff who need support
2. Do not allow an upset student to leave school, especially with other upset students
3. Counselors should keep a list of students with depressed or emotionally uncontrolled behavior
4. Determine which students should go home to a supervised situation
5. Contact parents to pick up students who are unable to deal with their emotions
6. Arrange individual and group meeting areas for students to talk to counselors

### **During the days after the tragedy:**

1. Schedule meetings, as necessary for staff to update and share information on the event, and to give support and caring to each other
2. Identify distraught students for special assistance
3. Get the classes back on track

## UTILITIES FAILURE

### **WARNING:** Occurrence of failure

Failure of one or more of the utilities (electricity, gas, and water) constitutes a condition that must be dealt with on a situation basis. The basic school policy governing actions that should be taken are that school should remain in operation to the extent possible and students shall be cared for until regular dismissal time.

#### Actions to be taken:

1. The Principal shall call the GCC Central Office to provide information about the problem, sections of the site affected, and all other pertinent information. Do NOT call the utility company. It is best if one person from the Central Office makes that contact. Inform the GCC Maintenance Department which will call the utility company if necessary and appropriate
2. The Principal shall determine what will be done at the site to protect the welfare of the students and staff, including decisions about the following:
  - a. Relocation of student and staff to finish out the school day
  - b. Transportation needs and deployment
  - c. Food Service requirements
  - d. Notification of parents
  - e. Involvement of the media
  - f. Contact with employee organizations
  - g. Operations and Maintenance Division response
3. The Principal shall advise the faculty and staff of the problem and what actions are being discussed and shall do whatever is possible to keep students and staff warm, dry, and safe until contingency plans are implemented.

**Water Service Failure:**

Sanitation becomes a problem after approximately 2 hours of interrupted water service. If you anticipate shut down of water for that long, maximize the use of sanitary facilities to the extent possible.

**Electrical Service Failure:**

1. Contingency plans to be considered will depend on the time of year; the amount of natural light available in classrooms, the outside temperature, and the length of time electricity is expected to be off
2. During short duration failure, classes will necessarily have to alter classroom work schedules due to the lack of electrical current
3. Several flashlights should be available for use during times when emergency lighting has failed or is inadequate

**Gas Service Failure:**

Gas Service is a primary source of heat; therefore, in most instances, the outside temperature will dictate what will need to be done to keep the school in operation and the students and staff warm.

If a gas leak creates a danger of explosion, the actions described under “Threat of Explosion” should immediately be implemented.

**Smog Alert:**

When air quality standards exceed a reading of 200 PSI, the County authorities will issue Smog Alerts. Schools are to follow directives as issued by the GCC Central Office.

**CIVIL DEFENSE**

The County Office of Emergency Services maintains more than 75 disaster warnings throughout the County. During an actual emergency those sirens would sound for 3 to 5 minutes as follows:

*Peacetime emergency:* Steady 3 – 5 blast

*Immediate enemy attack:* Wavering tone or short, intermittent blasts

**School Response:**

When sirens sound, all sites shall immediately turn on radios and/or television and listen for essential emergency information.



## **Section V**

# **SCHOOL THREAT ASSESSMENT & RESPONSE PROCEDURES**

## **Special Note:** How ICS Functions in School Systems

**MAJOR INCIDENT:** When first responders arrive, the Incident Command may transition to a **Unified Command**. Unified Command means that designated individuals from one or more response agencies will work **jointly** with the School Commander to carry out the response.

**FIRE INCIDENT:** When the Fire Department arrives the Incident Commander in this case would be from the fire department and the school Incident Commander would be located under the school Operations Section.

**UNIFIED COMMAND:** Under a Unified Command, the Incident Commander would be a representative from the primary first-response agency but would make command decisions in coordination with other response agencies and school personnel.

## **School Threat Assessment & Response Procedures**

### **Threat Assessment Team**

Comprised of representatives from the School Site, local agencies, and GCC Central Office

Meets on an as-needed basis

Evaluates threats of violence or disruption on campus or at other locations against students, teachers and other School employees

Provides input and recommendations for:

Further investigation, deterrence or prevention, actions to protect threatened persons and locations, notifications, follow-up, and aftercare

### **Communications Channels**

Primary and secondary points of contact for GCC Central Office, School Campus, Police Department, District Attorney's Office, Juvenile Probation Department and mental health professionals

Business and after hours phone numbers and email addresses

## **Threat Response Procedures**

### **Definitions**

**Active Shooter.** A present and on-going attack involving the use of a firearm, explosive device or other deadly weapon.

**“All Clear” Code.** A predetermined code and acknowledgement used to communicate that a room is clear of known threats.

**Attack.** An armed subject engaged in an assault on a school campus.

**Lockdown.** A term used by school and police personnel to announce a present or pending attack. Upon declaration of a Lockdown, school and police personnel immediately initiate emergency response procedures.

**Evacuation.** Supervised movement of student and school personnel from the school campus to another location.

**Flight.** Directed or self-initiated movement of students or school personnel away from a perceived threat or attack.

**Lockdown.** Students and school personnel are gathered into classrooms or other securable rooms. Doors are locked, windows are covered, and other physical barriers are used to create a safety barricade.

**Prior Threat.** An armed or threatening person is believed to have been on or near a school campus more than one-hour prior to receipt of the report.

**Recent Threat.** An armed or threatening suspect is believed to have been on or near a school campus less than one-hour prior to receipt of the report.

**Present Threat.** An armed or threatening person is believed to be on or near the school campus.

**Staging or Regrouping Sites.** Areas to where students and school personnel are moved upon being evacuated.

## **LOCKDOWN**

The term is used to announce a present or pending assault on students or school personnel by an armed person. "LOCKDOWN" sets in motion a response plan:

Lockdown and/or flight  
Police respond District  
staff respond

A LOCKDOWN is broadcast throughout the campus by PA the system and/or verbal announcement. The Police Department is notified via 9-1-1.

A LOCKDOWN response is built upon basic human defensive responses to danger: fleeing from danger and seeking protection by means of physical barriers and concealment.

### **Preparation --**

Toilet tissue, plastic bags & ties for waste disposal  
Candy, energy bars or snack foods  
Insulation for the floor  
Clipboard with red & green index cards, roster & checklist

### **Lockdown -- Procedures**

Students safely in a classroom or other lockable room should remain inside  
Students in the immediate area of a safe & securable classroom should be gathered into the room  
Lock all doors  
Cover all windows, if possible  
Keep out of sight and stay quiet  
Barricade the door  
Turn lights off if ambient light is adequate  
Position students behind interior barricades

\*Research has shown that running active shooter drills have caused more trauma than training for scholars of all ages. Because of this, Lockdown drills will not be occurring; however, Higher Learning Academy will work with scholars to understand when situations are of dire importance to listen to all adult directives as quickly and completely as possible in the event of a lockdown.

\*Although scholars are not specifically trained on active shooter drills, all of RDP staff receive training on how to respond in an active shooter scenario.

### **Lockdown – Communications**

Do not use a phone except in emergency Stay off cellular phones, however **MAY TEXT**.  
Division Leader contacts their division and then notifies Operations.

Operations then notifies the Campus Incident Commander as to status.  
Use email, if available, to communicate with the office or district

### **Lockdown – While Waiting**

Share what you know about the situation  
Take roll; inventory injuries and wellness  
Pair students; check status every 15 minutes  
Define mission: survive & help each other  
Breathing exercises (four-count) If anxiety increases, touch calms  
Play simple games or mental exercises to pass time and distract

### **Fight:**

Victim vs. survivor mentality  
Identify escape routes from your room or office  
A fire extinguisher can be used defensively

### **Flight:**

Flee to safety – not into danger  
If in an area under attack, flee from the danger  
If you have immediate access to a safe route of escape, flee from the campus  
Movement, distance and cover are your allies. Run a zig-zag pattern  
Gather at a Staging/Regrouping Site when school and/or police officials are present

## **Evacuation**

### **Communications**

- By phone or in person you will be asked for your name and an “All Clear” Code acknowledgement

### **Preparation**

- Get clipboard with roll sheet and red & green cards Remove jackets, coats, bulky sweaters and backpacks

### **Movement**

- Follow directions given
- Middle school students: hands on head
- Elementary school students: hold hands or link arms
- Exit single file
- Maintain silence
- Safe Corridor Evacuation route or armed escort may be provided

### **Regrouping & Release**

- Take roll upon reaching Staging/Regrouping Site
- School staff and police will provide instructions
- Green card indicates all present
- Restrooms, food and drink will be provided
- Police will identify and independently interview witnesses
- Emotional support and care will be arranged
- Students will be reunited with families and released
- Release Log will record date, time, and to whom student released

### **Prior, Recent and Present Threat Response Guidelines**

The purpose of defining threat conditions (prior, recent, present threat) is to help school and police personnel in assessing reports of a threat on/near school campus and to initiate responses that are reasonable, prudent and do not unnecessarily disrupt school activities. Note the difference between prior, recent and present threat conditions and an attack/Code Red.

#### **Prior Threat.**

An armed or threatening person is believed to have been on or near a school campus more than one-half hour prior to receipt of the report.

One or two officers respond to the school office to interview reporting parties and witnesses and recommend further action.

#### **Recent Threat.**

An armed or threatening suspect is believed to have been on or near a school campus less than one-half hour prior to receipt of the report.

Two or more officers respond to the school office. The primary officer gathers information from reporting parties and witnesses. The secondary officer serves as liaison between school administration and other police officers to coordinate actions of school and police personnel.

Two or more officers establish an observation perimeter of the campus. Police supervisor establishes a Field Command Post and directs the activities of officer search teams to clear the campus (grounds and buildings). The decision to implement a Lockdown is at the discretion of the school administration. Documentation includes the names and assignments of responding police personnel, actions taken and recommendations.

#### **Present Threat.**

An armed or threatening person is believed to be on or near the school campus.

If the location of the suspect is unknown, response is similar to a Recent Threat. First priority is to **protect** the school e.g. block or restrict the suspect's access to areas where students and

teachers are present. Second priority is to contact, detain and investigate. This may involve deploying one or more two-officer teams to locate and contact the suspect. Primary and secondary officers respond to the school office to speak with the reporting party and witnesses. Documentation includes the names and assignments of responding police personnel, actions taken and recommendations

### **Lockdowns – Initiating and Concluding**

School officials retain authority to institute a Lockdown during a Recent or Present Threat incident

Standing Down will begin with room-by-room phone calls. Teachers will respond with a coded acknowledgement. A PA announcement will conclude the Lockdown.

### **Injuries Requiring Hospitalization**

If a criminal act causes injury and requires hospitalization of students or school personnel, the Police Department and school site will each assign an employee to the hospital

**Student Staging/Regrouping Sites**





1. Grace Ave to May St turn **RIGHT**
2. May St down to Bell Ave turn **LEFT**
3. Bell Ave down to Dry Creek Rd turn **LEFT**
4. Dry Creek Rd down to Marysville Blvd turn **LEFT**
5. Marysville Rd down to location. **4701 Marysville Blvd Sac. 95838**
6. **Location: Sunset Lawn Chapel of the Chimes**

Several sites will be pre-designated by school and police employees within walking distance of the school campus. It needs outdoor and indoor gathering areas. Students may be transported and consolidated at another location for release to families.

### **Student Release Procedures**

- Children released to parent or designee (must have identification)
- Check-out/accountability procedure to document date, time and to whom released

## **News Media Relations**

The Police Department and GCC will each assign a Public Information Officer (PIO) to manage media inquiries and the release of information PIOs will agree upon what information will be released.

## **Appendix A**

### **ICS – Incident Command System for Schools**

#### **Incident Commander Duties (In Charge):**

- Plans, organizes, directs, and leads the entire emergency situation
- Wears position identification vest
- Establishes command post approximately 200 feet from buildings
- Assesses situation, determine scope of incident:
  - Evacuation
  - Medical injuries
  - Building damage
  - Student and teacher accountability
- Secures perimeter of school site
- Obtains information from Operations, Planning, and Logistics
- Evaluates overall strategy on a continual basis
- Determines adequacy of resources
- Is the contact person for incoming resources
- Is the contact person for emergency personnel
- Advises 911 of location of triage area as well as student pickup area
- Sets up a staging area for volunteers and additional resources
- Maintains unit/activity log (ICS Form 214)

#### **Operations Duties:**

- Obtain situation briefing from I.C.
- Wear position identification vest
- Appoint division leaders for all grades
- Appoint triage leader
- Organize, direct, and control the physical operations of student accountability
- Be in contact with division leaders for all grades
- Be in contact with Triage Leader
- Order resources through the Incident Commander
- Designate a triage area and bus/parent pickup area
- Determine egress corridors for students
- Request periodic progress reports from Division Leaders and Triage Leader
- Maintain unit/activity log (ICS Form 214)

**Planning Duties:**

- Obtain situation briefing from I.C.
- Don position identification vest
- Assist the I.C. in planning overall strategy for incident
- Document situation status
- Document resource status
- Obtain information from the transportation leader
- Keep records of every student and when they leave campus, and with who
- Document volunteers (parents or school personnel) who assist and where they are located
- Keep a running time of the event and timestamp important events (ICS Form 214)
- Record a staging area for additional resources
- Establish a “Reunification” area
- Obtain a record of bus numbers and students and where they went from the transportation leader

**Logistics Duties:**

- Reports to the Incident Commander
- Obtain situation briefing from I.C.
- Don position identification vest
- Monitor service and support groups
- Make sure the perimeter of school is secure
- Maintain unit/activity log (ICS Form 214)

**Division Leader Duties:**

- Plan, organize, direct, and lead your respective grade level
- Communicate all activity to Operations
- Don position identification vest
- Determine teacher and student accountability within your respective grade/division
- Assess situation, determine scope of incident:
  - Evacuation
  - Medical injuries (send injured teachers or students within your respective grade/division to the triage area).
- If a teacher is injured, assign another teacher to the class of the injured teacher
- Request additional volunteer/parent help through Operations
- Be the contact person for incoming resources
- Keep students informed regarding the school plan and the response activities that are going on
- Treating minor injuries that are not serious enough to go to the medical treatment area (band-aid injuries)
- Coordinating with the parent reunification team to facilitate the reunion process
- Maintain unit/activity log (ICS Form 214)

**Search Leader:**

- Report to Operations
- Put on identification vest
- Identify search area/buildings
- Coordinate all search teams (pairs of two per team)
- Make sure you have a partner for search
- Conduct a primary search
- If necessary, conduct secondary search
- Notify Operations of injured patients
- Safely remove patients/victims from buildings to the triage area
- Request additional personnel if needed
- Maintain unit/activity log (ICS Form 214)

**Triage Leader Duties:**

- Obtain situation briefing from Operations
- Don position identification vest
- Identify and organize triage area
- Locate a triage area with easy access for emergency responders
- Identify immediate, delayed, and minor injuries
- If necessary, identify a morgue area
- Set up a cache of medical equipment in the triage area
- Provide a safe means of egress for patients
- Record all patients coming into and leaving the triage area
- Record where patients were taken to (hospital, morgue)
- Maintain unit/activity log (ICS Form 214)

**Student Release Leader:**

- Report to Planning
- Obtain situation briefing from Planning
- Put on identification vest
- “Check-in” parents/guardians to pick up students.  
ID REQUIRED AT THIS POINT
- Notify Division Leaders to send students to reunification gate (Transportation Leader)
- Organize exit corridors
- Report all information to Planning
- Maintain unit/activity log (ICS Form 214)

**Transportation Leader:**

- Report to Planning
- Obtain situation briefing from Planning
- Put on identification vest
- “Check-out” and observe students reuniting with parents/guardians
- Position yourself at the reunification gate

- Organize the exit corridors
- Report all information to Planning
- Maintain unit/activity log (ICS Form 214)

**Staging Leader:**

- Report to Planning
- Obtain situation briefing from Planning
- Put on identification vest
- Identify and organize staging area for parent volunteers
- Continue to monitor and advise Planning of volunteer resources
- Record all volunteer names
- Record where volunteers are assigned to
- Maintain unit/activity log (ICS Form 214)

**Facilities Duties:**

- Report to Logistics
- Obtain situation briefing from Logistics
- Put on identification vest
- Secure utilities, e.g. gas, electricity
- Assist Emergency Responders upon their arrival
- Check school for structural stability (visual inspections only)
- Maintain unit/activity log (ICS Form 214)

## Appendix B

### Attendance and Discipline Data

#### Chronic Absenteeism

##### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

##### All Students



20.7% chronically absent

Declined 8.6% ▼

Number of Students: 347

##### American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

##### Asian

No Performance Color

15.8% chronically absent

No Data

Number of Students: 19

##### English Learners

No Performance Color

19.8% chronically absent

Declined 8.8% ▼

Number of Students: 81

##### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

##### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

##### Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

##### Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

##### Two or More Races

No Performance Color

0% chronically absent

Declined 14.3% ▼

Number of Students: 13

##### White

No Performance Color

34.5% chronically absent

Maintained -0.1%

Number of Students: 55

##### Students with Disabilities



36.4% chronically absent

Maintained 0%

Number of Students: 33

##### African American



20.5% chronically absent

Declined 7.5% ▼

Number of Students: 117

##### Hispanic



18.9% chronically absent

Declined 15.3% ▼

Number of Students: 132

##### Socioeconomically Disadvantaged



22.7% chronically absent

Declined 7.6% ▼

Number of Students: 299

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Yellow

10.5% suspended at least once

Declined 4.2% ▼

Number of Students: 352

#### American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

#### Asian

No Performance Color

0% suspended at least once

No Data

Number of Students: 19

#### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

#### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

#### Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

#### Two or More Races

No Performance Color

0% suspended at least once

Declined 7.1% ▼

Number of Students: 14

#### Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

#### White

No Performance Color

12.3% suspended at least once

Declined 1.5% ▼

Number of Students: 57

#### Hispanic



Red

11.9% suspended at least once

Maintained 0%

Number of Students: 134

#### African American



Orange

11.1% suspended at least once

Declined 8% ▼

Number of Students: 117

#### English Learners



Orange

6.2% suspended at least once

Declined 10% ▼

Number of Students: 81

#### Students with Disabilities



Orange

24.2% suspended at least once

Declined 8.1% ▼

Number of Students: 33

#### Socioeconomically Disadvantaged



Yellow

11.2% suspended at least once

Declined 4.1% ▼

Number of Students: 303

## **Appendix C**

### **GCC Policies**

**See GCC Policy Document**



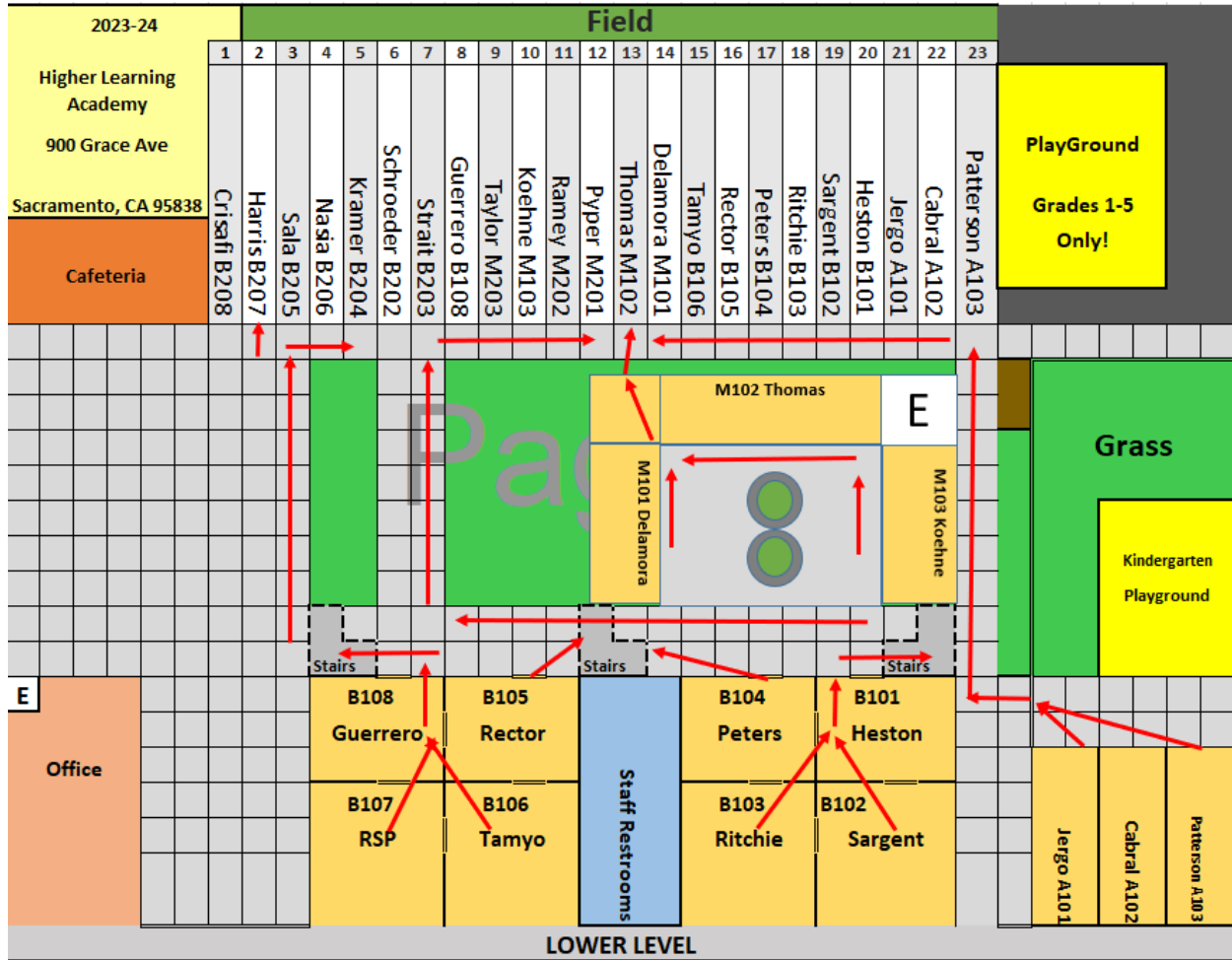
## Appendix D

### Cemetery Evacuation Plan



1. Grace Ave to May St turn RIGHT
2. May St down to Bell Ave turn LEFT
3. Bell Ave down to Dry Creek Rd turn LEFT
4. Dry Creek Rd down to Marysville Blvd turn LEFT
5. Marysville Rd down to location. 4701 Marysville Blvd Sac. 95838
6. Location: Sunset Lawn Chapel of the Chimes

## Appendix E Exit Routes for Evacuation



E=Elevator

